DOCUMENT RESUME

ED 154 781 IR 005 822

AUTHOR Wight, Lillian; Grossman, A.
TITLE Maximum Utilization of School Library Resources.
INSTITUTION Edmonton Public Schools, Alberta.
PUB DATE 77
NOTE 13p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Cooperative Teaching; *Elementary School Libraries; *Elementary School Students; Elementary School Teachers; Inservice Teacher Education; Librarians; *Library Instruction; *Library Role; Library Skills
IDENTIFIERS Canada

ABSTRACT

The provision of a full-time teacher librarian at Westbrook elementary school under an educational opportunities fund project has made the library a functional, integral part of the total education program of the school. The full-time appointment enables the librarian to provide inservice activities for teachers, and to teach study and research skills as well as an appreciation of good literature. These activities have enabled both students and teachers to get maximum use of both the print and nonprint resources in the library. Shifts have occurred from teacher oriented to student oriented use, from a single text to a multimedia approach, and from scheduled to flexible usage. The library has become a workshop, a classroom, and a research center. Since the institution of the program, students in grades 4, 5, and 6 have shown mean increases on subtests of the Standard Reading Achievement Test, Canadian Test of Basic Skills, and Library Skills Test. Results from the tests used to measure student progress are appended. (Author/JPF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED154781

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

MAXIMUM UTILIZATION OF SCHOOL LIBRARY RESOURCES

by

Lillian Wight

A. Grossman

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Tom Blowers

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

IR005822

R E S E A R C H & E V A L U A T I O N

EDMONTON PUBLIC SCHOOL DISTRICT NO. 7

EDUCATIONAL OPPORTUNITIES FUND PROJECT SUMMARY PROGRESS REPORT FOR 1976-77 SCHOOL YEAR

1. Project Title

Maximum Utilization of School Library Resrouces

2. Abstract of the Project (*A brief overview of the project including major results of the project.*)

The provision of a full-time teacher librarian at Westbrook school has made the library a functional, integral part of the total education programme of the school. The full time appointment enables the librarian to provide inservice activities for teachers, and to teach study and research skills as well as an appreciation of good literature. These activities have enabled both students and teachers to get maximum use of both the print and non-print resources in the library. There has been a shift from teacher oriented to student oriented use, from a single text to a multi-media approach, from scheduled to flexible usage. The library has become a workshop, a classroom and a research centre.

3. Project Identification Number

Alberta Education #2

	FUND		OBJECT				FUNC-TION		PROGRAM			SUB PROGRAM			LOCATION		
EPSB	0	1	-	-	-	-	0	2	4	6	6	2	0	2	1	9	7

4. Project Director — Mrs. Lillian Wight

5. Project Location — Westbrook Elementary

6. Date Project Commenced — September 1, 1973

7. Specific Project Problem Area (*State the problem or the purpose of the project as clearly and concisely as possible.*)

The major problem is the inability of pupils and teachers to make effective use of the library as its resources. Students are unaware of the different sources of information, and are unable to find and retrieve information required for a specific purpose. They have difficulty in determining main ideas from reference materials. Many are unable to scan, to record notes properly.

8. Objectives of the Project *(Specific statements of what the project was designed to do. List all project objectives.)*

The overall objective is for pupils to be able to use the resources of the library effectively, and, at the end of this project, to demonstrate that they have developed the necessary competencies to do so. To effect maximum use of the library resources, the project is designed to teach: a) locational skills, b) study skills or reading skills and c) skills to operate audio-visual equipment successfully.

1. Locational skills include:

   a) ability to use card catelogue to locate both print and non-print materials;
   b) ability to use Dewey Decimal System of classification to locate books;
   c) ability to locate pictures, pamphlets and audio-visual materials; and
   d) ability to use check-out procedures efficiently.

2. Study skills include:

   a) using a table of contents, index, guide words, cross references;
   b) using reference materials;
   c) selecting and organizing information; and
   d) making bibliographies.

9. Design of the Project

A. Brief statements of the methods and procedures used in the project.

1. The librarian and teachers together decided a) what skills were needed to be taught at each grade level and b) who would be responsible (i.e., teacher or librarian) for teaching those skills.

2. The librarian provided inservices for teachers on library facilities and holdings. Audio-visual workshops were given. Inservices were held for both Division I and Division II teachers by two Edmonton Public Schools Reading Specialists on the Reading Kits owned by the School. These inservices were designed to inform teachers of available reading materials, their purpose, value and appropriateness for a particular grade level and to facilitate use. The librarian also gave a workshop on "Storytelling Using the Overhead Projector" and on "Selection Criteria for Purchasing Books". Professional Days focused on a) student use of library and teaching of skills, and the formulation of a Selection Policy Statement, and b) an examination of the Social Studies curriculum with an emphasis on appropriate skills to be developed.

3. The librarians and teachers embarked on their planned teaching program. Planning necessitated consideration of the subject matter and topics to be used as the best vehicle for the introduction and practice of library skills - i.e., emphasis is placed on their complete integration with the curriculum.

4. The inservice with parents outlined the responsibilities and expectations of volunteer library workers and noon supervisors based on the school's philosophy. Inservice was also given on the technical aspects of helping.

5. An evaluation committee reviews the program annually.

6. Continaul evaluation is being done, informally, by observation, use of short tests, and teacher consultation.

B. Personnel Involved in Project *(Number and grade levels of students, number and type of staff, parents, etc.)*

1. 429 students, Grades K to 6.

2. Twenty staff members.

3. 2/10 week secretary.

4. Twenty volunteer parents help in the library each week, others supervise at noon hour in the library. Student librarians, student audio-visual club members, and student aides from a junior high school all help in the library.

C. Brief Statement of the Evaluation Procedures Used *(Indicate who was involved, instruments used, target populations surveyed, etc.)*

1. Test instruments include:

a) Canadian Basic Skills (Sections W1, W2, W3) standardized, with Western Canadian norms, Forms I and II.
b) Stanford Achievement Reading Tests.
c) Gaver's Library Skills test, not standardized, but appropriate for Grade 6 students.
d) Library Skills test for Grades 4, developed locally and used in the third and fourth years of the project. Pre and post testing was done and included field testing in 3 schools as well as Westbrook in 1976.
e) Library Skills test for Grade 5, developed locally is being used in the fourth year of the project.

2. All students, grades K to 6 are involved in the project, but only students in grades 4, 5 and 6 are involved in the formal testing program. Pre tests were administered to students in September of each year. Post tests were administered in May of each year.

3. Teachers from both Division I and II, school administrators at Westbrook, a representative of the parent organization, Dr. L. Wiedrick, University of Alberta, and the librarian act as an Evaluation Committee.

10. Results of the Project to Date *(Please state your findings in point form; include both positive and negative findings.)*

1. Large circulation - 200-300 books each day, plus numerous pictures, pamphlets, audio-visual materials.

2. Students are very active in the library, making increased use of the card catalog to locate materials.

3. Students are using a great variety of source materials, both print and non-print.

4. Student librarians have an increased, in-depth knowledge of library operation and the materials available. They have learned selection criteria for choosing good books, how to design bulletin board displays, and assist fellow students. This, as well as the wide variety of extracurricular activities, makes special demands on their time.

5. The library is open to students during the noon hour from 12:30 to 1:00 p.m. Noon hour library operation is supervised by parents. Students are encouraged to do individual research, complete homework, enjoy independent reading or browse. Sometimes senior students read to younger ones. They exhibit a much greater degree of individual responsibility for their behavior than was evident at the beginning of the project.

6. Interest centres have been set up from time to time by interested students, teachers and/or librarian.

7. Teachers have increased knowledge of the library materials available to them.

8. Teachers are requesting that their students use the library more and more - some scheduled, some to do research. One teacher at Grade 3 level has an individualized reading program. Built into that program are assignments which require the students to use the library daily to locate and use supplementary information to support the reading content. A teacher at Grade 2 level integrates children's literature into the basic reading program. As a result her students draw heavily on the library's resources of quality picture books. As an extension of the classroom, the library is being effectively and extensively used by these classes.

9. By observing students in the library, the librarian is able to initiate instruction of certain skills.

10. Teachers and the librarian reinforce each other's teaching. Cooperative planning and teaching are essential.

11. The librarian has time to organize inter-library loans for the specific needs of teachers and to obtain appropriate references from the Teachers' Professional Library.

12. More time for the librarian has enabled her to teach book selection criteria to both teachers and students. Two groups of students were taken on field trips to a "Recent Book Display". Students and teachers were encouraged to select titles for purchase for Westbrook School Library for recreational reading, curriculum needs and individual interests. A group of students were taken to "The Village Bookshop" to purchase appropriate paperbacks for the library.

13. Parent volunteers work in the school library. Their suggestions are welcomed and requests for book titles, for certain skills to be taught, for cooperation in giving students special responsibilities are all considered. This communication has assisted greatly in developing improved reading habits of a number of students.

14. It is not always possible nor most effective to follow a routine of formal instruction for each group of students, therefore, spontaneous instruction very often occurs, for students learn more effectively when they have a specific need.

15. Teachers lack preparation time making it very difficult to find appropriate times for teachers and the librarian to plan together.

16. The Westbrook School library program has been featured in many ways this year, at Parent Meetings, by newsletter, and during Book Week. Using an international theme, "The Needs and Responses of Children in Using Picture Books" and "How Children's Reading Stages Develop and Expand" were the topics of two meetings for parents designed to promote good reading habits in students. Highly qualified guest speakers were well received.

17. Division I teachers worked one day on a Language Arts project related to the development of curriculum units in the area of children's literature. The librarian organized and assisted teachers with this inservice.

18. An average of 20 parents have volunteered their services at least one half day each week to assist in the library - carding, shelving, mounting pictures, filing, repairing books, preparing instructional materials promoting the library program. The quality and regularity of their help has improved because of the continuity and interest. Because some have found it necessary to drop out, replacements must be recruited and trained. However, parents cannot provide the continuity of clerical help necessary to support an increasingly demanding program.

19. As part of a research project on differentiated staffing completed by a University of Alberta student working on his doctorate in 1976, the study shows that the library project has been very instrumental in involving parents in school activities.

20. There is an obvious deterioration in the condition of books and materials due to wide usage. Costs of books and audio-visual materials have increased markedly since the beginning of the project. Thus available funds have enabled us to purchase new books and materials at varying reading levels, to replace worn materials in the existing collection, and to provide new materials in subject areas where there was previously no materials.

11. Significance of the Project *Do not repeat results and conclusions, but briefly point out the implications of the project's results with respect to the classroom, school system or education in general.)*

1. The librarian can be a strong member of many teaching teams. A teacher's professional background is required. An understanding of the cirruclum is essential to gain the respect of teachers, to act as consultant on curriculum materials and methods of instruction, and to initiate projects and units of study.

2. Team work between teachers and the librarian is very evident. Together they assess the needs of the students and plan to teach to those needs.

3. Teachers are encouraging students to use the library more and more, both independently and in small groups, because the librarian is <u>always</u> there to assist in instruction.

4. Teachers are realizing the potential of the school library to provide a variety of materials at different ability levels. Thus, more students are being encouraged to do independent research, many at grade 2 and 3 levels.

5. Students are encouraged and aided in their choice of materials, thus good habits of using time profitably result.

6. Fewer regulations are needed as a result of students learning how to use the library to find materials they need and want.

7. Maximizing the use of all school spaces provides an opportunity to vary the student's learning environment.

8. There is a multi-media approach to learning developing and much less of a "textbook" approach - a result of using a greater variety of materials.

9. Parents in the school know what is going on in the library and in the school. In turn they understand and support the program of instruction.

10. The contact person of the parent volunteer group has assumed responsibilities for scheduling parents to work in the library, to supervise at noon, to mount and laminate pictures. This frees the librarian from administrative tasks to work in a teaching capacity with students and a consulting capacity with teachers.

11. Full time as librarian enables her to:
    a) provide more appropriate curriculum materials for individual classroom need;
    b) assist students with individual reading guidance;
    c) assist in teaching reference skills;
    d) provide inservice activities for teachers;
    e) work closely with new teachers on staff;
    f) provide ideas and materials to improve quality of instruction;
    g) provide individual and group instruction, both formal and informal;
    h) develop a liaison with the local junior high school, enabling those students to conduct a storytelling project in our school.

12. Teachers are assuming more responsibility for integrating the teaching of library skills.

13. There are significant gains in test results (see Appendix A, Tables 1, 2, 3.)

12. Requested Project Changes

The following changes have been planned:

1. To develop a test instrument at the Grade six level for Library Skills. When appropriate we wish to discontinue use of Gaver's Library Skills test, which was designed for American students, for Grade 6.

2. To discontinue use of the library skills test at the grade 5 level, with continued emphasis on use of library skills tests at the grade 4 and 6 levels.

3. To revise tests developed locally in line with recently developed system-wide objectives.

APPENDIX A. - TEST RESULTS

1. Stanford Reading Achievement Test

Subtests of the Stanford Reading Test show positive gains at all grade levels (4-6). In all cases mean grade score gains approximated or greatly surpassed the 8 month gain which can be expected between pre and post testing. At the grade 4 level a mean gain of 1.43 on the Word Meaning subtest and a mean gain of 1.29 on the Paragraph Meaning subtest were made during the 8 month period between the pre and post testing. Both of these gains were significant ($p = .01$) after a .8 correction factor was applied to the post test scores in order to adjust for the anticipated 8 month gain (See Table 1).

At the grade 5 level mean gains of 0.75 and 1.49 respectively were exhibited on the Word Meaning and Paragraph Meaning subtests. The 0.75 gain on the Word Meaning subtest approximated the anticipated 8 month gain. The mean gain of 1.49 on the Paragraph Meaning subtest was significantly greater ($p = .01$) than the anticipated 8 month gain (See Table 2).

Grade 6 scores on the two subtests were similar to those at the grade 5 level. The mean gain of 0.94 on the Word Meaning subtest was slightly greater than the anticipated 8 month gain, while the mean gain of 1.65 on the Paragraph meaning subtest was significantly greater ($p = .01$) than the 8 month expected gain (see Table 3).

It should be noted that in most cases, the standard deviation of the post test scores were less than those of the pre test scores, indicating that the scores of students in the spring testing were closer together for each grade as a group (Generally, there were fewer students whose scores were much lower than the rest of the class in the spring testing as compared to the fall testing.)

2. Canadian Test of Basic Skills

In all cases mean increases on each of the three subtests of the Canadian Test of Basic Skills approximated or surpassed the expected 8 month gain.

At the grade 4 level significant gains ($p = .01$) were made above the 8 month expected gain on the W1 and the W3 subtests (see Table 1).

At the grades 5 and 6 levels, a significant gain ($p = .01$) over the 8 month anticipated gain was made on the W3 subtest only. (see Tables 2 and 3).

Again in most cases the standard deviations of the post test scores were less than the pre test scores. (Generally, lower scores were increased on the post tests so that the class scores were closer together.)

3. Library Skills Test

On the Library Skills Test, the assumption is that little positive gain would be exhibited were specific skills not taught. The raw scores cannot be transformed to grade scores thus any positive gain in means is viewed as greater than anticipated. Mean gains of 4.49, 2.72 and 6.14 at grades 4, 5 and 6 respectively were all significant. ($p = .01$). See Tables 1, 2, 3. The test given at the Grade 6 level was Gavers Library Skills test, while those given at the grades 4 and 5 levels are school developed tests.

By 1978, the test at the grade 5 level will be discontinued and will be used as a basis for the development of a school test to be given at the grade 6 level. (Gavers Library Skills test is an American test which is not considered appropriate for Canadian students).

Observations

1. Re Stanford Achievement results.

   As word meaning skills are not taught as isolated skills, it appears that students are more capable of interpreting meaning in context. This approach is essential to good researching.

2. Re Canadian Test of Basic Skills.

   A continued emphasis on the need for instruction in map skills, graph and reference skills has resulted in teachers integrating these skills into basic curriculum content. Significant gains are resulting.

Table 1

WESTBROOK GRADE 4 TEST RESULTS

Test[1]	Number of Students	Mean[2]	Standard Deviation	Mean Gain (Pre-Post)	t Value[3]	Degrees of Freedom
A. Stanford Reading Test						
1. Word Meaning (Pre Test)	69	4.65	1.32	1.43	4.93*	68
Word Meaning (Post Test)		6.08	1.29			
2. Paragraph Meaning (Pre Test)	69	4.30	1.46	1.29	3.73*	68
Paragraph Meaning (Post Test)		5.59	1.48			
B. Canadian Test of Basic Skills						
W1 (Pre Test)	61	4.31	1.14	1.21	3.73*	60
W1 (Post Test)		5.52	1.09			
W2 (Pre Test)	64	4.55	1.38	0.95	1.11	63
W2 (Post Test)		5.50	1.05			
W3 (Pre Test)	63	4.17	1.19	1.16	2.77*	62
W3 (Post Test)		5.33	0.99			
C. Library Skills Test						
Pre Test	61	14.89	3.70	4.49	9.20*	60
Post Test		19.38	4.84			

[1]All results recorded in grade scores, except the Library Skills Test, which is recorded in raw scores.

[2]Mean, Standard Deviation and Mean Gain are calculated according to actual scores obtained by students in each grade.

[3]t values are calculated for subtests of the Stanford Reading Test and the Canadian Test of Basic Skills by comparing actual pre test scores to post test scores minus a correction factor of 8 months. The 8 month correction factor is used to account for the expected growth which should occur during the 8 month period between the pre and post testing. This does not apply to the Library Skills Test, which is not converted to grade scores.

*The difference between pre and post test scores is significantly greater than the anticipated 8 months ($p=.01$). (This does not apply to the Library Skills Test, where no correction factor is used.)

Table 2

WESTBROOK GRADE 5 TEST RESULTS

Test[1]	Number of Students	Mean[2]	Standard Deviation	Mean Gain (Pre-Post)	t Value[3]	Degrees of Freedom
A. Stanford Reading Test						
Word Meaning (Pre Test)	58	5.30	1.38	0.75	0.52	57
Word Meaning (Post Test)		6.05	1.12			
Paragraph Meaning (Pre Test)	58	4.84	1.43	1.49	6.74*	57
Paragraph Meaning (Post Test)		6.33	1.31			
B. Canadian Test of Basic Skills						
W1 (Pre Test)	55	5.54	1.10	0.81	0.17	54
W1 (Post Test)		6.35	1.04			
W2 (Pre Test)	55	5.68	1.35	0.74	0.01	54
W2 (Post Test)		6.42	1.41			
W3 (Pre Test)	54	5.21	1.15	1.28	5.26*	53
W3 (Post Test)		6.49	0.94			
C. Library Skills Test						
Pre Test	54	15.76	5.20	2.72	4.92*	53
Post Test		18.48	4.99			

[1]All results recorded in grade scores, except the Library Skills Test, which is recorded in raw scores.

[2]Mean, Standard Deviation and Mean Gain are calculated according to actual scores obtained by students in each grade.

[3]t values are calculated for subtests of the Stanford Reading Test and the Canadian Test of Basic Skills by comparing actual pre test scores to post test scores minus a correction factor of 8 months. The 8 month correction factor is used to account for the expected growth which should occur during the 8 month period between the pre and post testing. This does not apply to the Library Skills Test, which is not converted to grade scores.

*The difference between pre and post test scores is significantly greater than the anticipated 8 months (p=.01). (This does not apply to the Library Skills Test, where no correction factor is used.)

Table 3

WESTBROOK GRADE 6 TEST RESULTS

Test[1]	Number of Students	Mean[2]	Standard Deviation	Mean Gain (Pre-Post)	t Value[3]	Degrees of Freedom
A. Stanford Reading Test						
Word Meaning (Pre Test)	62	6.83	1.91	0.94	0.57	61
Word Meaning (Post Test)		7.77	1.50			
Paragraph Meaning (Pre Test)	61	6.56	2.27	1.65	4.18*	60
Paragraph Meaning (Post Test)		8.21	2.08			
B. Canadian Test of Basic Skills						
W1 (Pre Test)	56	6.55	1.38	1.12	2.90*	55
W1 (Post Test)		7.67	0.93			
W2 (Pre Test)	59	6.87	1.62	0.81	0.45	58
W2 (Post Test)		7.68	1.54			
W3 (Pre Test)	62	6.53	1.45	1.15	3.74*	61
W3 (Post Test)		7.68	1.40			
C. Library Skills Test						
Pre Test	65	41.52	11.33	6.14	8.78*	64
Post Test		47.66	11.66			

[1]All results recorded in grade scores, except the Library Skills Test, which is recorded in raw scores.

[2]Mean, Standard Deviation and Mean Gain are calculated according to actual scores obtained by students in each grade.

[3]t values are calculated for subtests of the Stanford Reading Test and the Canadian Test of Basic Skills by comparing actual pre test scores to post test scores minus a correction factor of 8 months. The 8 month correction factor is used to account for the expected growth which should occur during the 8 month period between the pre and post testing. This does not apply to the Library Skills Test, which is not converted to grade scores.

*The difference between pre and post test scores is significantly greater than the anticipated 8 months ($p=.01$). (This does not apply to the Library Skills Test, where no correction factor is used.)